

Deficit forces WEA to freeze posts

by Charlotte Barry

The Workers' Educational Association is facing a new cash crisis only five years after having bailed out by the Labour Government at a cost of £250,000.

It is expected to overspend by more than £100,000 on its annual budget of £2m for 1980-81. This is because the WEA's 21 districts, which receive aid from central and local government as well as voluntary bodies, are finding it increasingly difficult to keep pace with inflation.

Severe financial pressures are being caused by local government spending cuts, dwindling reserves and a reluctance to raise fees. The association is being forced to freeze full-time posts and neglect development in special areas such as women's studies, trade union studies, life education of the handicapped and inner city populations. At the present time the WEA's purse is blacker than they have ever been and we are facing a very grave crisis, said assistant general secretary Mr Jack Taylor. Although the national deficit in the

mid-1970s was larger, there is no prospect this time of being bailed out by the Government.

The worst-hit districts this time are North Yorkshire, West Scotland, Northern Ireland and the North West. Each of these estimates it will overspend by at least £15,000 on top of an annual turnover of £150,000.

The growing threat of bankruptcy is leading to increasing militancy among the 200 full-time staff in addition to the thousands of part-time tutors and 170,000 adult students in 900 branches all over Britain.

"I think the feeling is growing that we have been far too defensive and far too apologetic. We have misjudged and responded to every attack in the past as they have occurred with mounituous regularity," said Mr Taylor. "Now there is a different feeling taking root which is much more positive, aggressive and demanding."

It is expected that the national deficit will be faced with severe criticism of its failure to cope with the crisis when the WEA meets for its bi-annual conference next spring.

Oxford workers claim 22%

by David Jobbins

Manual workers at Oxford colleges are to lodge pay claims of around 22 per cent and will also seek a shorter working week and longer holidays.

The demand has been drafted by the National Union of Public Employees, which claims about 300 members among the annual staff of 20 Oxford colleges.

NUPE has prepared two strategies to suit the needs of individual colleges: the 22 per cent or, payment of rates recommended by the Clegg Commission earlier this year for ancillary staff and whatever is agreed in the national pay talks, to which the Oxford colleges are not parties.

Despite the reluctance of many colleges to move towards national rates, local union officials claim that many have already made half

yearly awards which bring them into line with the Clegg recommendations.

Mr Alf Collier, NUPE's area officer for the county, said this had followed the dispute at Pembroke College earlier this summer when staff struck in pursuit of a wage claim and union recognition.

The week long strike at the college also helped recruiting, Mr Collier said. "From July 1979 to June 1980, branch membership went up by at least one third and we now have about 300 members. The number of colleges where we have members has also increased to about one half."

Leaders of the annual workers' universities' conference, the Central Council for Non-Teaching Staff—the national pay bargaining machinery—have yet to submit a claim.

College poly bid blocked

Lothian region's education committee has blocked a move to call Napier College of Commerce and Technology a polytechnic.

Napier's college council pointed out that in character Napier was a polytechnic and had moved increasingly over the past decade towards many of the characteristics found in the formally designated polytechnics south of the border.

Industrialists were familiar with the idea of polytechnics and a change of name would eliminate the need for the college to make special efforts to explain its competing for industrial placements, projects and research grants, that it was similar in range and level of work to polytechnics.

The education committee, by 13 votes to 11, adopted the Clegg recommendation that they should wait and review the situation once decisions were reached on the future shape of Scottish tertiary education.

Cost of improvements threatens refectory

Bristol University may have to close its refectory because it cannot afford £300,000 worth of environmental and fire safety improvements.

The Organisation and Methods Unit of the Southern Universities began an investigation with staff this week to look at three possible alternatives: turning the refectory into a snack service only maintaining the status quo, or closing the refectory. Unions and staff are being consulted in the exercise.

Earlier this year the university invited environmental experts to inspect all catering facilities at the institution. Their recommendations involved modifications to bring the

refectory within all health and fire protection requirements which would cost £300,000 to implement.

The university is unable to afford such a bill, nor does it necessarily feel that even if it had the money, the refectory would be the highest priority, and this has led to the present dilemma.

The refectory is a Victorian listed building and provides a table service, self-service and snack bar. It employs about 20 people.

The building adjoins the city museum and art gallery, which has been in need of extra accommodation. Both the city and university have been in negotiations about a possible sale, but at the moment the



This year all the American business schools vying for graduate students at the annual MBA forums in New York and Washington had a British Manchester Business School sent over. Enid Mumford, director of the master of business administration (MA) course, administrator Barbara Kennerley, and placement and marketing director Colin Laycock. Professor Mumford and Mr Laycock are pictured at their stall in New York, explaining Manchester's two-year programme to potential applicants.

Manchester attracted active interest from 120 prospective students during the three-day forum. Professor Mumford said: "There was more than many of the 90 American schools. The international outlook and practical emphasis of the Manchester MBA programme went down well in the United States, according to Mr Laycock."

Professor Mumford added that the team's transatlantic recruiting expedition, which also took in

several individual universities in the eastern United States and Canada, would be worthwhile. If it brought just two or three American students to Manchester, Overseas students pay £2,600 fees compared to £1,185 for home students. (The overseas fee is competitive with the United States charge by prestigious American business schools.)

This year's intake of 87 includes two Americans and seven others from abroad. The school plans to double its overseas enrolment.

Tory students attack peace campaigning

by Paul Flathor

Student unions which have affiliated or made contributions to groups campaigning for unilateral nuclear disarmament in Britain are branking the law, the Federation of Conservative Students claimed this week.

The federation has written to Dr Rhodes Boyson, the under-secretary for higher education, calling for a full investigation of how much taxpayers' money is being spent "ultra vires".

It argues that public funds are being used to undermine existing government policy and that this goes beyond the legal powers of student unions which are charitable institutions.

The federation cites the case of *Holdy v Peacock* (1971) before Mr Justice Brightman, which ruled that payments by student unions had to be for the benefit of the educational, social, recreational or representative needs of the union's members.

Mr Peter Young, national chairman of the federation said: "The fact that in universities and colleges has taken up the cause of nuclear disarmament with a vengeance. They are using taxpayers' money to fund Soviet propaganda and going beyond their powers."

The federation has also written to Government ministers calling for grants to the British Youth Council, the Woodcraft Folk, and the United Nations Association campaign "Youth for Peace" to be stopped. All three groups back disarmament.

It has attacked all student unions who have paid £15 to affiliate to "Youth for Peace" and also the National Union of Students for running a "Students for Peace" campaign and for printing glossy posters supporting last month's rally organized by the Campaign for Nuclear Disarmament.

Mr David Aaronovitch, NUS president, dismissed the attacks as an "absurdity". He said the NUS is a charitable institution and its funds are used for the benefit of its members.

The Q and M unit has been asked to maintain its existing business, and the centre of the medical school, school of chemistry, department of architecture and school of education. They will also look at the possibility of the students' union or a hall of residence serving the needs of these departments.

Bristol University is virtually a city centre precinct and there are a number of commercial restaurants, bars and take-aways in the area. There are also other university catering facilities. The investigating team is expected to report by the end of this year.

Lancashire comes top in grants' league table

Students at Leeds University have drawn up league tables of the best and worst local education authorities at processing student grant cheques at the start of each term.

The university's student union has compiled a report, *Late Again* based on 501 complaints—mostly about the late arrival of grants—made by students during the last year detailing the relative efficiency of L.E.A.s.

The league tables list "good" authorities as those who have more than 50 per cent below the expected average number of complaints, and "bad" authorities have more than 50 per cent above the expected average.

Heading the list of 15 "bad" authorities come Herefordshire and Rochdale, which dispatched more than a third of grants for first year students late. Other L.A.s. in the "bad" table are Croydon, Enfield, Avon and Birmingham.

The report says the late arrival of a grant could be regarded as a minor bureaucratic hiccup. For new students with few resources a new town it can greatly increase the sense of insecurity felt at the start of a new life.

It says 3000 complaints were scored out within three weeks. Inquiries revealed that 34 per cent of all complaints against "bad" authorities were the fault of authority. These 15 L.A.s. accounted for 29 per cent of all complaints at the university, but provided only 11 per cent of the grants.

Heading the list of "good" authorities come Lancashire where less than 1 per cent of students had problems, followed by Cheshire, Buckinghamshire, Cambridgeshire and Cumbria. It says delays were more quickly solved by these L.A.s.

Late Again, £1 from the Great Unit, Leeds University, PO Box 157, Leeds LS1 1UH.

Higher charges for Scots and Irish

Some students from Scotland and Northern Ireland are having to pay higher accommodation charges than their English and Welsh counterparts as a result of new arrangements approved by Mr Mark Carlisle, Secretary of State for Education.

Along with students from the Channel Islands and the Isle of Man, they may be charged the full economic rate for board and lodging at colleges and polytechnics. Consequently, many are facing bills at least £200 higher than those from England and Wales.

An earlier decision to charge EEC students at the lower rate has been reversed, allowing local authorities to continue the practice of the past three years.

Although many institutions have reduced the differential for Scots and Irish direct from their national education departments as the original Department of Education and Science guidelines advised, some authorities are leaving this up to the students. The Inner London Education Authority, for example, has told its colleges and polytechnics to charge the full rate.

Mr David Aaronovitch, president of the National Union of Students, said the distinction was totally absurd. "A large number of students who consider themselves British could feel thoroughly aggrieved," he added.

The executive secretary of the United Kingdom Council for Overseas Students Affairs, Mr Rupert Bristow, said the regulations were anomalous and could lead to hardship. If institutions were operating the small print of arrangements looking for extra savings.

St Mary's to seek validation

St Mary's College at Twickenham is to seek validation for its first degree and other courses from the University of Surrey.

The university has agreed to principle, Barlow this year it will do a similar exercise for Roehampton Institute of Higher Education.

Until now both institutions have had their courses validated by London University's Institute of Education which is withdrawing from such arrangements by 1983.

St Mary's College has been one of its 130 years been impacted with the education of teachers and at present has 1,100 students. A third of these are studying for a BEd degree, and the remainder are taking a wide range of degree and diploma courses in science, creative arts and humanities.

One of the advantages of the college seeking validation from the University rather than the Council for National Academic Awards is the common concern both institutions have in developing courses which match the changes brought on by technological innovation.

"We hope that this association co-ordinated in the first instance with validation will in due course make an important contribution to the education of the university," said Mr Bristow.

St Mary's College is to join Roehampton Institute in a discussion within the delegation set up by the university.

North American News

Medical training controls tightened

from Clive Cookson

WASHINGTON The New York State Board of Regents has dismayed American medical schools by proposing an accreditation scheme for foreign medical schools.

The regents say their plan is an attempt to control the quality of the medical education received by the thousands of young Americans who study abroad because they cannot get into a school in the United States and then return to complete their clinical training good eventually practice in this country.

But the American schools and their official accrediting agency, the Liaison Committee on Medical Education, do not believe that New York's education officials can possibly assess the quality of foreign medical colleges. The regents will rely primarily on questionnaire replies by the colleges themselves; on-site visits—traditionally an essential part of accreditation—will be required only in exceptional cases.

The critics claim that the effect of the scheme will be to give a stamp of approval to institutions whose courses and facilities are far below American standards. The New York regents are the only state board on the United States Department of Education's list of nationally recognised accrediting agencies.

All foreign medical schools will be eligible for accreditation under the New York scheme. A spokesman acknowledged, however, that it is aimed mainly at a dozen or so institutions in Mexico and the Caribbean, which have been set up in recent years to cater for young Americans who are rejected by medical schools in their own country but are desperate to become doctors.

The programmes offered by the institutions are not good, in their advertising materials, but American medical educators who have visited some of them report that their facilities are completely inadequate. The General Accounting Office (GAO), the investigative arm of Congress, is expected to reach the same conclusion in a report to be released very soon.

According to the Liaison Committee on Medical Education, about 10,000 Americans are studying medicine abroad, the majority in the Caribbean region. Many come from wealthy families in the New York area and they form a powerful and well-connected lobby group. Four years ago they persuaded Congress to require American medical schools to accept, as clinical students, a certain number of United States citizens who had completed pre-clinical training abroad. But after the country's most prestigious medical schools said they would forego all federal aid rather than comply, Congress agreed to relax the requirement.

Pressure from the same families on state politicians is responsible for the New York regents' accreditation proposal, according to their opponents. "They're desperate to get their foot in the door before it's too late," said one critic, referring to the growing consensus that the United States will soon face a shortage of medical manpower. Only last month the students' Medical Education National Advisory Committee recommended a sharp cut in the output of new doctors, including an end to the transfer of American pre-clinical students to foreign medical schools to the United States for clinical training.

The Board of Regents has directed the New York State Education Department to prepare detailed regulations for accrediting foreign medical colleges. After public hearings, the regents will decide for or against the scheme. The idea of the 13 medical schools in New York will try to use state political contacts to prevent the plan going ahead in its present form.

According to the regents' preliminary guidelines, medical students who have completed two years' pre-clinical education at an approved school abroad could spend their third and fourth years doing clinical work at a teaching hospital in New York under the auspices of the foreign school. Thus, after a year's postgraduate training, they could take the state licensing examination on the same terms as someone who graduated from an American medical school. Schools not approved by the regents could not send students to the state for clinical training, and their graduates would have to complete three years' postgraduate work before taking the licensing exam.

Apart from their other objections to these proposals, the New York medical schools claim that the state's established teaching hospitals do not have enough room for an influx of medical students from the Caribbean. Therefore the foreign schools would have to make arrangements to teach them in smaller hospitals with poor facilities, and their substandard pre-clinical training would be followed by an inadequate clinical programme.

Harvard plans to go into business

from our North American Editor

Harvard University may organise a biotechnology company to commercialize research in genetic engineering by its faculty members.

Under a proposal prepared by the university's general counsel Daniel Striner for president Mr Derek Bok, Harvard would hold only a minority stake in the firm. But it would be the first direct investment by a university in the booming biotechnology business.

Other institutions, particularly Stanford University and the Massachusetts Institute of Technology, are also considering how best to exploit biological patents they hold or have applied for, and how to accelerate the transfer of technology from the laboratory to the market place. But none has yet come up with such an entrepreneurial proposal as Harvard.

Several universities have become efficient at patenting faculty members' discoveries and then licensing them for development and marketing by outside companies. The royalty income is usually divided between the academic and the institution.

Harvard feels it could benefit more directly from the technology transfer process. The university would eventually derive a substantial income from its stock in the genetic engineering company, if the



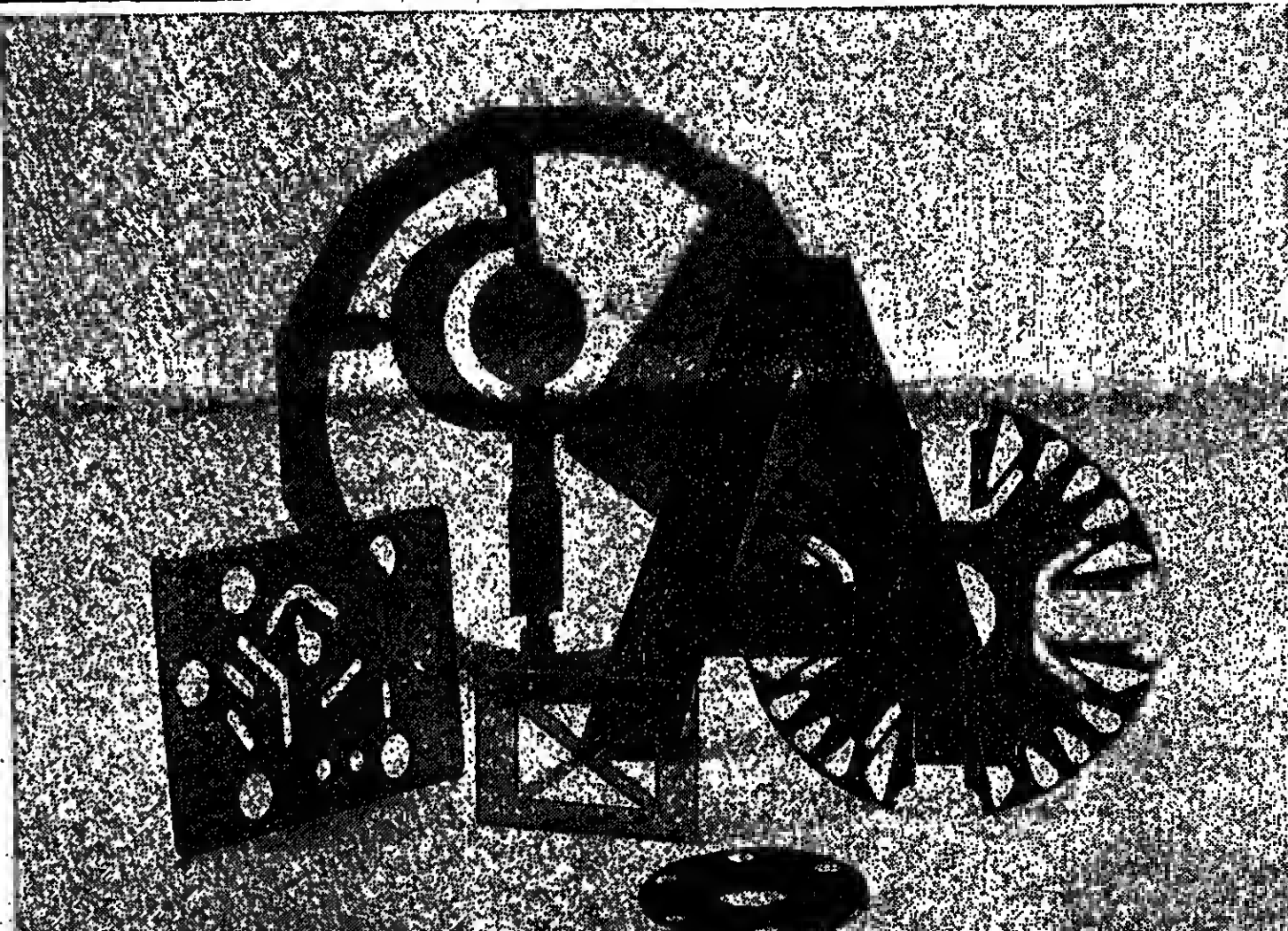
Derek Bok: studying proposal.

field takes off commercially as fast as Wall Street seems to think it will. Last month's lurching of Genentech, the first genetic engineering venture to offer shares to the public, was the most frenzied stock market move ever experienced. At the end of the first day's trading this small company, with fewer than 200 employees and no product yet

on the market, was valued above \$500m, on the promise of future profits from human insulin, interferon, and other products from genetically engineered bacteria.

Donald Kennedy, President of Stanford, said that whatever institutional arrangements might be created, the university has an obligation to make certain that a proprietary atmosphere does not come to inhibit free scientific inquiry. If Dr Bok approves the project, Harvard will have to establish a management team for the company and find suitable investors. On principle the university would keep its own stake below 50 per cent. Other shares would be held by individual scientists at Harvard, the company's senior executives and several venture capital firms.

Mark Pastine, one of the world's top recombinant DNA researchers, is reportedly keen to take part in the venture. However, his Harvard colleague Walter Gilbert, who won a 1980 Nobel prize for his DNA research, is already committed to an existing company, Biogen, as a major shareholder and scientific adviser. Biogen, whose headquarters are in Switzerland, recently announced plans to establish a laboratory in Cambridge, Massachusetts, where it would be a close rival of Harvard's proposed venture.



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Overseas News

Grants cuts hit students hard

from James Hutchinson

NONN
Although West Germany's student population has risen in recent years to almost a million, state expenditure on grants is decreasing. In the past three years it went down by 3.2 per cent and, with the new federal government pruning costs wherever it can, the trend is not likely to be reversed.

Since 1976 the proportion of students at universities and technical universities receiving grants has been reduced from 38 per cent to 33 per cent. About 60 per cent of the students at polytechnics, many of whom come from families in lower income groups, are being financially supported by the state.

However, according to a survey conducted by the *Deutsches Studentenwerk*, a Government-sponsored organization which promotes student welfare, almost half the students receiving grants find it necessary to supplement their income with help from parents or

from wives and husbands. In the rather bleak term of last year average student living costs were put at DM686 (£152) a month.

The rising cost of living, coupled with the government's thrift, compels more and more students to find jobs. Nearly 40 per cent of German students earn money on the side, and about a fifth of these are doing full-time jobs. This means that many of them take an excessively long time getting through their courses.

Some 22 per cent of German students live with their parents. Most of them would prefer to be independent, but accommodation is increasingly difficult to find, as well as being ever more expensive. The average cost of lodgings is now put at DM170 (£38), while the average monthly rent in a two-bedroom flat is DM500 (£112). The accommodation is in student hostels, but they are able to put up only 13 per cent of Germany's students.

On the face of it, the survey's statistic that 37 per cent of students

arrive to university in their own cars rather smacks the impression that this section of the population is on the poverty line. But the survey points out that many students run a car mainly to overcome the appalling shortage of accommodation in the cities. A lot commute from rural areas. Moreover, 62 per cent of households in West Germany have a car and for workers households the figure is as high as 77 per cent.

Some 14 per cent of students at universities and technical universities (27 per cent at polytechnics) come from *Arbeiter* (worker) families. Politicians justifiably complain that these proportions are too low. Nonetheless, the survey shows that the fathers of more than 40 per cent of Germany's university students and more than half the mothers left school at 15. The conclusion is that within the space of a generation many people have achieved a notable social climb—and laid the foundation for a well-heeled future.

Teacher unions angered by college closure

from Lindsay Wright

WELLINGTON
The unexpected announcement that Auckland's North Shore Teachers' College is to close, has angered teacher organisations in New Zealand. The closure, the second in Auckland within the last decade comes while accommodation in teachers' colleges is under review by the Department of Education.

Current capacity, planned in 1965, is heavily under-utilized with total enrolment in the seven primary and two secondary teachers' colleges of 5,820—down 2,889 from its level in 1970.

The announcement came as a complete surprise and the New Zealand Teachers' College Association president, Mr. T. O. Fitzgibbon, himself a member of the college, leaved the college to attend a meeting before it was announced by the Minister of Education, Mr. Merv Wellington.

Some of the spurs speak in the colleges, caused by cutbacks in college intakes, has been partially filled with such developments as the location of the national certificate level course for librarians at Wellington Teachers' College.

The Department of Education, in its review of possible uses of surplus teaching spaces has provided hope for the college. In Auckland, sketch plans are already in hand for replacement buildings for the city's ageing polytechnic quarters to be created beside the teachers' college and to share lecture theatre and library facilities.

In Palmerston North, a feasibility study for the housing of teachers' college accommodation by the local technical institute is also under way.

How much space can be utilized in this way remains to be seen. Wellington Teachers' College, with 700 teacher trainees at the moment and its 100 librarianship students make only a moderate foray into the surplus space.

The Minister's move seems, however, to be part of the programme to reduce the expenditure on education. With secondary schools college intakes at a time of steadily rising national unemployment and bleak prospects for graduates employment, Mr. Wellington has also announced much sterner budgeting of teacher training.

To date, the training intake is roughly some New Zealand \$200 (£100) for every year of training. If they fail to accept a teaching post after training, under the minister's new scheme a grant of the three year teacher training course will be received at an average stipend of \$3,500 per year will now be funded for nearly \$7,000.

Trainees do have the option of accepting the much lower tertiary assistance grants paid to university and technical institute students, but a trainee who decided to study for two years with such a grant and who accepted the full \$4,000 stipend for the final year of training would still be funded for nearly \$3,000.

University presidents call for engineering research degree

from Guy Neave

PARIS
Calls for a complete change in engineering education have been made in a recent report by the French university presidents' conference. The conference recommended the creation of an engineering research degree on lines of Britain's PhD.

In the report, requested by Prime Minister Raymond Barre, the presidents pointed out the advantages of this new proposal. It will be more attractive to foreign students, many of whom are put off by the apparent incoherence of engineering education in France—split as it is between universities and *grandes écoles*. It will free graduates to enter industry earlier than at present thus providing a vital stimulus to innovation in technological fields.

At present France's engineering education is hampered by the fact that the state doctorate can take up to 10 years to complete. The more common third cycle doctorate is not regarded as sufficiently useful for gaining high level research.

The presidents called for a three-year degree to follow the advanced studies diploma (two years after the licence) or to be taken directly after the engineering diploma from a *grande école*. Research training leading on to technological innovation should be opened to engineers and also holders of the masters degree," says the report.

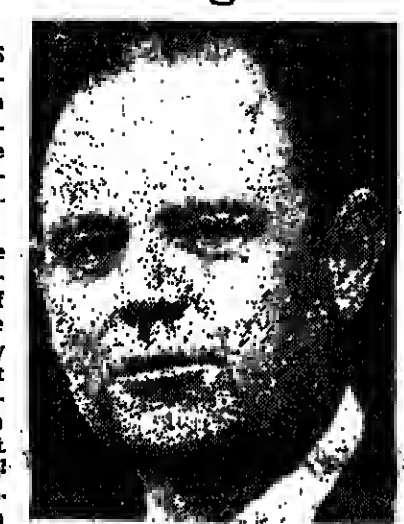
No less important from industry's point of view is that reduction in the time spent writing theses and the linking of engineering with research will make available young minds at their most productive in the innovative stage of development. The immensely difficult state doctorate, the report notes, is often a lifetime's work. Its completion means that industry is deprived of the most inventive and original years of a trained person's career.

Even those faculties recognized to teach third cycle courses in engineering have found themselves suddenly deprived of their corresponding doctoral programmes. Even in the area of fundamental research, supposedly university speciality—the *grandes écoles* have been overtaken by the recent redistribution of doctorate level studies. Of the 87 programmes validated this summer only 19 were attributed to the universities. The remaining 68 went to the *grandes écoles*.

This recent development, the presidents point out, further undermines the emergence of a coherent policy of coordination. In many cases engineering degrees have been validated in faculties with inadequate laboratory facilities.

The report notes, is often a lifetime's work. Its completion means that industry is deprived of the most inventive and original years of a trained person's career.

The difficulty is not restricted to the problem of reaching agreement on the content of adult education policy, but also on its structure. The ministers most directly involved belong to different political parties and reportedly suffer on such fundamental issues as whether adult edu-



Mr Barre, called for report.

Older Australians claim return-to-study success

from Geoff Maslen

MELBOURNE

More than 40 per cent of students at Australian universities and almost as many at colleges of advanced education, are aged 23 and over—most of them belong to the relatively new breed known as mature students.

More than half are part-timers, most are studying arts or law and the majority are women. Their results are just as good as, and in many cases better than, those of students who go to university or college straight from school.

These findings are from a major new study by Monash University's higher education advisory and research unit. *Mature age students in Australian higher education*, edited by the unit's director, Dr Terry Hore, and Dr Leo West.

About 10 per cent of the Australian population completed secondary education 25 years ago, the figure today is 35 per cent. During the 1970s Australian universities granted 150 degrees per 100,000 of the population compared to 31 per 100,000 in 1955.

Qualifications inflation continues to erode and the knowledge explosion with its accompanying technological revolution has made higher education training a must in most industries and professions.

All this has left many adults under-educated compared with their children and workmates. Now they are taking up the chance to undertake a course in a tertiary institution.

The growth in enrolments by older students during the 1970s has been the phenomenon of education in that decade, say the report's authors. They point to the decline in the number of people in the 17-22 age group entering higher education, despite the continued growth in the numbers of young people between these ages.

Similar declines have occurred in other Western countries and in some of those it seems the sudden downturn in the early 1970s began to take up places as mature age students around 1975.

Most institutions have introduced some ceiling entry provisions for mature students. Although the standards vary in qualifications their performance is successful, say the researchers. As a group they tend to gain good marks and excellent pass rates.

As for comparisons can be made with normal students they perform as well, if not better," the report says.

Not unexpectedly, the presence of mature students on campus and in classes creates problems and tensions for the institutions and staff. The effect is to reduce the academic standards of the institutions, the report says.

While some staff noted an aggressive tendency on the part of some older students to dominate classrooms, most academics surveyed in the Monash study reported that

mature students perform better overall than those of normal age, that they have a positive influence on the course, and that their tutorial contribution is considerably better.

Mature students tended to set a higher standard for themselves and generally expected a higher standard of teaching from academic staff. Those who have previous tertiary education, and especially in most institutions is inadequate help.

"The inflexibility of the academic programme in accommodating these students presents just as many problems as the inflexibility of these students in adjusting to the academic programme. Frequently the two are reciprocal and mutually reinforcing," the researchers say.

They call for a review to take account of the special needs of older students. Timetabling should be more flexible, given that mature students are: part-timers. Special orientation programmes are also needed, as are better descriptions of what courses entail. Universities and colleges should also consider providing activities and social events and art and club classes to involve members of the students' families so that the institution is less an unknown place for them.

The authors conclude that acceptance of mature students is a two-stage process. At first, a demand supply model existed, but most institutions have now moved to a demand-success model.

Under the demand-success model, universities and colleges begin to accept older students, in part because of demand from them but also because declining numbers at their usual, younger customer forced them to look outside the age range to keep up their "equivalent full-time student" numbers.

The researchers hasten to point out that Australian institutions do not tout for older students in the way some American universities have where, they claim, at least one university sets up a "mobile" or "local shopping centre."

However, once accepted, mature students turned out to be successful, so an institutional commitment to older students has begun to develop, which means the demand to change to the demand-success model.

To qualify on applicant must have worked for four years although this can include caring for dependants at home. There are also other special schemes to support adults on day release courses, the researchers say.

The basic system of student support for those in higher education consists of a grant/loan scheme which pays for living expenses. There are no tuition fees. The student receives 15 per cent of the grant and an 85 per cent supplementary loan and the total aid is linked to the cost of living. When the scheme began in 1964 the grant represented 25 per cent of the total.

The awarders are not meant to be repaid by parents. The scheme is centrally administered through a government agency, the Central Study Assistance Committee.

Two years after completing his or her study, the student begins to make repayments on an annual basis. A small amount of interest is paid which is based on the movement of the price index, although there is protection against inflation. In 1980, for example, a student would pay an interest rate of 3.2 per cent.

The amount of time a student has to repay the loan varies according to age, but for the majority, that is, those under 36, they have until their fifth birthday. The loan can also be repaid in the case of hardship, or illness leading to unemployment. Further, if a student wishes to repay his loan at a quicker rate than that due, he or she is given a discount.

The scheme is not expensive to administer and there have not been great problems with defaulting students. In 1980 the official statistics reported that there were 343,000 people receiving loans of some kind. In 1979-80 six per cent of students were defaulting and 10 per cent were repaying the loan. Generally speaking the scheme is a much later stage in the lives.

economic and statistical aspects in adult education, the advisory group, set up by the end of 1979, is required before the end of 1980 to submit a report to the Minister of Education. The group's terms of reference are to study the "educational, social, economic and cultural aspects of adult education and to report on the ways in which the system of adult education can be improved."

This last question has especially interested the former education minister, the current Dutch Labour Party education spokesman, Mr. van Kempen and led to the "Open School" experiment. At first, three open schools have been established specifically for adult students. The first, in the city of Amsterdam, is a multi-later stage in the lives.

The DES is looking into it—Dr Boyson is clearly interested in it—the NUS is less sure. Is a wind of change about to blow through our system of student maintenance? THES writers report.

Loans principle gaining ground on the grants practice

The prospect of Britain introducing some form of loans scheme for students in higher education is increasing. This is not only because it is argued it would be a cheaper method of funding but because the current system of means-tested grants, and the limitations of discretionary awards, is under intense strain.

Dr Rhodes Boyson, Minister for Higher Education, is collecting evidence from the United States and Sweden. The Association of University Teachers, clearly concerned, is conducting some of the steps to compile its own dossier. The Department of Education and Science is considering the feasibility of a loan scheme.

The education, science and arts Select Committee decided not to make its own investigation but said that a discussion paper should be issued where any scheme is proposed. The committee contained those implacably for and those just as implacably against but they could agree that any loans scheme should not discourage students from

low income groups or those who would not necessarily go on to be high earners.

Although the Select Committee did not take a view on loans it did consider evidence, which is worth examination. In a paper submitted by Maureen Woodhall, research associate at the University of London Institute of Education, she found that loan schemes were perfectly feasible, were widely used in Europe and North and South America, and that it was possible to devise a scheme which would overcome many of the problems traditionally put forward against loans. She reports that in several countries students can postpone loan repayments if they are ill, unemployed or their income falls below certain levels. "This means, for example, that married women who give up working while they are looking after young children are frequently permitted to postpone loan repayments. This is the argument that loans would discourage women students, because of the fear of a negative dowry if they married whilst still repaying a loan, appears to be unfounded in most cases."

At the heart of any discussion is whether loans would attract interest and, if so, how much. In many cases Governments subsidize loans to ensure interest rates low, but in some Latin American countries interest can be as high as 16 per cent.

The Committee of London Clearing Bankers gave the Select Committee an initial response to show the banks might see their role. They said: "... in broad terms, it would be necessary to ensure that the advance of loans at a reasonably commercial rate of interest, that the repayment period was not unduly protracted and that the arrangements for repayment were satisfactory."

Some banks of course already give loans to students but it is noticeable that the schemes often cited, such as for lawyers, are for students who would normally expect to become high income earners.

What does seem to be happening is that the loans debate is no longer being conducted on easily identifiable political lines. Increasingly this argument is being put: why

should taxpayers who may be poor subsidize students who tend to come from well-off groups and will probably go on to earn above average salaries?

Nevertheless the overwhelming argument against loans is that it might disuade those from lower income groups from taking up higher education, has still not satisfactorily been answered. It is not sufficient, taking in all other relevant factors, to say that the provision of grants has not led to more lower income groups entering the system.

Whatever viewpoints the different groups take on loans, most would agree that the present system needs reform although some would still say that the status quo is superior to a loan scheme. The point has been well made that some parents either cannot or will not make their potential contributions. It is for these students that any loans scheme must be taken into account. At least as much thought should be put into whether the loans should be put into whether the existing system can be made to work as it should.

Some of the main source of support for the poorest students. The Guaranteed Student Loan (GSL) programme is open to any student, regardless of wealth. The lender is usually a bank, which is insured by the Government against default.

The Government also pays all interest on the loan until six months after the borrower has left college. Then he has to begin repayment and start paying one per cent interest on the outstanding capital. Congress recently reduced the rate from 7 per cent, but it is still well below today's market rates.

The maximum GSL for an undergraduate is \$12,500. But Congress has just established a supplementary programme, a guaranteed loan for parents, with a ceiling of \$15,000. Their rate is also 9 per cent, though parents do not enjoy an interest-free period while their sons and daughters are at college.

In places with a shortage of loan funds, students who cannot borrow from a government-sponsored corporation called the Student Loan Marketing Association (or, more familiarly, Sallie Mae). This "quango" may also provide funds for state Governments to lend to students.

The National Direct Student Loan programme, the other federal scheme, works quite differently. First it is means-tested, and secondly, it is a campus-based operation. The government provides colleges and universities with money which they lend to their needy students.

The NDSL is also interest-free

until six months after graduation. Then the repayment period, usually 10 years, begins and the borrower has to pay 4 per cent interest.

Default rates on both programmes have fallen substantially over the past four or five years, as the Education Department has made more effort to chase up graduates who fall behind with their repayments. Today about 10 per cent of all borrowers are defaulting, though the rate varies greatly, from 2 per cent at some prestigious universities with mostly middle-class students to more than 50 per cent at some predominantly working-class institutions.

However, the costs of the GSL programme have soared, partly because the interest subsidy has become more expensive as market interest rates have risen, and partly because more students have taken out loans since Congress abolished the CSL means test in 1978. The government had to spend \$650m on guaranteed loans in 1978 and \$1,400m this year. The NDSL programme cost about \$300m.

In Canada, the federal government runs just one programme, the Canada Student Loans Programme. It is also a supplementary scheme; students receive their basic financial aid from the provincial governments.

The CSLP resembles the American GSL in some respects. It is student borrow from a bank or commercial lender, and the government guarantees repayment if the student defaults, or dies, as well as paying all the interest while the borrower is a full-time student.

However, the Canadian Government provides no interest subsidy during the repayment period after graduation. The rate is fixed annually, according to the yield on Canadian Government securities. This year it is 13 per cent, which banks say is unprofitably low for them. The default rate is about 8 per cent.

The maximum loan under the CSLP is \$9,800. The programme is means-tested and the government publishes a table of the financial contribution a dependent student's parents must make to his higher education, according to family income and size.

The Association of Universities and Colleges of Canada estimate that about 60 per cent of a student's total borrowing would on average be repaid under this scheme.

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Swedish lessons for Boyson

by Ngao Croquec

It has not gone unnoticed among proponents of loans that Sweden, so often the home of left-wing governments, is also the land example in terms of successful and well-established schemes.

In fact Sweden has an abundance of great, elaborate and loan schemes to ensure that financial considerations do not prevent teenagers or adults from either staying on or taking up further or higher education.

These include a study help scheme which is available for 16-19 year olds in full-time study. The help ranges from extended child allowances to non-means tested grants and special supplements for travel, full-time student emblems. The researchers hasten to point out that Australian institutions do not tout for older students in the way some American universities have where, they claim, at least one university sets up a "mobile" or "local shopping centre."

However, once accepted, mature students turned out to be successful, so an institutional commitment to older students has begun to develop, which means the demand to change to the demand-success model.

To qualify on applicant must have worked for four years although this can include caring for dependants at home. There are also other special schemes to support adults on day release courses, the researchers say.

The basic system of student support for those in higher education consists of a grant/loan scheme which pays for living expenses. There are no tuition fees. The student receives 15 per cent of the grant and an 85 per cent supplementary loan and the total aid is linked to the cost of living. When the scheme began in 1964 the grant represented 25 per cent of the total.

The awarders are not meant to be repaid by parents. The scheme is centrally administered through a government agency, the Central Study Assistance Committee.

Two years after completing his or her study, the student begins to make repayments on an annual basis. A small amount of interest is paid which is based on the movement of the price index, although there is protection against inflation. In 1980, for example, a student would pay an interest rate of 3.2 per cent.

The amount of time a student has to repay the loan varies according to age, but for the majority, that is, those under 36, they have until their fifth birthday. The loan can also be repaid in the case of hardship, or illness leading to unemployment. Further, if a student wishes to repay his loan at a quicker rate than that due, he or she is given a discount.

The scheme is not expensive to administer and there have not been great problems with defaulting students. In 1980 the official statistics reported that there were 343,000 people receiving loans of some kind. In 1979-80 six per cent of students were defaulting and 10 per cent were repaying the loan. Generally speaking the scheme is a much later stage in the lives.



David Smith

Two more precedents from the States

from Clive Cookson

North American editor

The United States Government runs two separate loan programmes within its area of student financial aid schemes. Remember that students from low and middle income families also receive grants, and these are the main source of support for the poorest students.

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BRIEFING

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Legal maybe, but is it decent, honest and truthful?

by Paul Flather

In the row between the National Union of Students, implacable opponents of loans, and the Institute of Economic Affairs, supporters of loans, the real question is whether a fair loan system can be made to work.

In its comprehensive booklet, *The Case Against Student Loans*, the NUS argues that evidence from other countries shows that many students would default on repayments or simply never earn enough to be able to repay their loans.

One scheme, the Post Graduate Business Student Loan Scheme, introduced in Britain by the Midland Bank in 1972, requires students who, for example, borrow

£1,000 a year for a two-year course to pay off their loan at £23 a month over seven years at the bank's base rate, starting 12 months after the end of the course.

The NUS concludes that students considering marriage or the purchase of a house will be helped by another loan, would face great difficulties in meeting this type of repayment.

The IEA replies that all support of loans in fact favours an income-related loan scheme, more usually known as a graduate tax, as employed in Sweden, with loan repayments charged at a progress five-rate on income earned after the end of a course.

Professor Mark Blaug of the Uni-

versity of London Institute of Education, writes in the IEA journal that a graduate tax does not add a graduate with a heavy burden, does not require huge collection costs, and does not force students to take up high-earning vocational courses to be able to repay their loans.

The most recent and detailed version of how such a tax might work has come from the Federation of Conservative Students, who this week launched its pamphlet *Beating Back the Loan Bomb*.

The full FCS blueprint for loans involves handing out a mandatory grant of £500 to every student, to cover essential costs like books and other learning materials, continuing

with travel grants to avoid "regionalization", with the rest of a student's costs to come from loans.

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Things have changed since 1968 when Warsaw car workers demonstrated against student riots. Now the workers, like the students, are demanding more freedom.

"A strong flame is burning in my generation, but I was hoping for a more vigorous ferment of ideas."

This apparently contradictory remark by a Warsaw undergraduate may well pinpoint an underlying mood this autumn among the Polish intelligentsia infused by the hope of a liberal transformation, but under no illusions about the sad twists of politics.

Defying the political and mental oppression that gathered momentum after the student riots of 1968, intellectuals started by the 1976 strikes. The pathfinders were outside the universities, which had been huddled into subservience by the withdrawal of autonomy and the banning of influential positions by party hacks.

As clandestine publishers, lawyers fighting police brutality, Catholic thinkers or "flying university" lecturers, members of the "democratic opposition" drew audiences from the select band of about 30 intellectuals from abroad, and their complete co-operation with the workers, without whose own brand of collective determination any intellectual campaigning would have been stopped in its tracks.

Academics have succumbed to this "contagion". Like the workers in Mr. Lech Walesa's Solidarity union, they give an impression of calm self-discipline at variance with the animated nature of their conversation and the more impetuous side of the national character. By the start of the new term, their aspirations had been given a new expression in the founding of the nationwide independent self-governing Union of Scientific, Technical and Educational Workers and the Regional Academies.

In mid-October the union, claimed 16,000 members in Warsaw, Poznań, Łódź, Lublin, Kraków and Wrocław. It had evolved a tripartite national structure: education; universities; science and was extending its recruiting drive to secondary schools and research centres.

It is this, says Professor Zdzisław Bibrowski, who occupies the chair of energetics at the Academy of Sciences, said: "We want to ensure that the postulates of the workers are really translated into reality, to contribute to the democratization and renaissance of Poland."

Eye-witness accounts indicate that Professor Bibrowski's camouflaged bearing and formidable presence were required to hammer home the virtues of unity at the union's inaugural meeting. Many of the 450 people present went off at fractious tangents, flying their own particular academic kites.

The dividing line between the lecturers' union and Masovia (which is drawn largely from doctors, engineers and the staff of polytechnics) is blurred. Both are affiliated to Solidarity. For the lecturers' union this could mean a more decentralized function than its founders anticipated. The two are likely to cooperate closely in tricky negotiations with the government concerning the spirit and substance of education. In the present excitement an improvement in the often modest material circumstances of members stands low on the list of priorities.

Hence Professor Bibrowski is concerned about an overhaul in the comprehensive school system, plus four-year structure to a 10-year system which threatens to overwhelm children with material they cannot absorb. Instead of shorter courses aimed primarily at producing manufacturers of goods, he wants pupils to emerge as aware young citizens and hopes that teachers, "dehumanized" by the system, will be given the chance to act on their own initiative.

Another legacy of the 1968-1970 clampdown is the proliferation of party-appointed professors and readers occupying not only teaching positions but also administrative structures. This authoritarian left is

Donald Fields assesses the mood within the universities in the first of two articles on the Polish intelligentsia

Under no illusions

woven into compact shape by university senates, deans and rectors, all nominated by the Government. The fate of academic stogies in the purge initiated by the leader of the United Workers (Communist) Party, Mr Stanisław Kanis, is awaited with interest.

In his speech to the party central committee on October 4 Mr Kanis urged "equal participation of non-party people in public life" and "greater self-management rights" for the "higher schools". He expressed support for autonomy in appointing the authorities drafting curricula, and devising research and finance programmes.

Mr Kanis's overall tone was cautious, but optimists believe institutes of higher learning could regain a wide degree of autonomy. Dr Andrzej Zieliński, a member of the lecturers' union's board and professor of polymer physics, expects that staff at the Academy of Sciences will be allowed to shape curricula and teach what their conscience dictates. In grammar schools, by contrast, political persecution is much more ingrained. Liberal circles are encouraged by the secret and democratic election of Professor Henryk Samsonowicz, a deeply committed scholar, as rector of Warsaw University. His predecessor, Professor Zygmunt Rybicki, was regarded as a Communist stooge.

A locking of arms is under way between the lecturers' union and the independent unions of students manufacturing in the university towns. The latter hope to form a national umbrella organization which could have some bearing on curricula and the appointment of deputy deans responsible for housing with undergraduates. By their status students are precluded from full blooded trade union activity, and hence they cannot tag on to the Solidarity movement.

The independent unions want to end this and to campaign for more resources to renovate university buildings and publish books, as well as for the proper enforcement of autonomy and of less stand-offish attitudes by heads of departments.

Echoing Mr Kanis, who also refers to the "ideological and mass character" of their union, Communist student leaders welcome the emergence of the independent

unions, with which they are willing to cooperate in relations with the rector, consultations on curricula, and social welfare.

In the present hiatus, it is understandable that teaching and research are taking a backseat. Yet the most spirited challenge to the established form of higher education—the "flying university"—lives on, its pioneering role somewhat dimmed by the multiplicity of newer outlets for free expression.

The "flying university" has countered the disruption of lectures and molesting of lecturers by police thugs by holding seminars for small groups and disseminating notes. Nevertheless its most popular lecturer, Adam Michalik, has drawn audiences of 200 to private apartments for his interpretations of Polish history.

"Our greatest success has been to break the monopoly of speaking about our recent history," Michalik asserts. "By showing that we were not a revolution of workers and peasants, as the official line has it, but the imposition of a totalitarian regime by the Soviet Union, I'm not trying to spread a gospel, but simply to teach you people facts that could help you to tread carefully."

Doubtless Soviet-style propaganda would dismiss this as an inflammatory "provocation". Yet Michalik's feet are firmly on the ground: "The limits to our activity are drawn by Communist censorship of the army, the police and our own neighbors. We're not going to overstep those bounds and take to the streets."

The desire to end abuses of power, gain more room for manoeuvre and not invite a Soviet-style retribution is strong among Polish academics.

The prevailing mood is perhaps best crystallized by the words of Professor Bibrowski: "We are the people who would want to resist an outside intervention if it stood on the contrary, our task is to restore peace and order, which is only possible through harmonious cooperation between the universities and society at large. The universities are aware of this, and we will not be exposed to danger."

He sold the articles were at times almost laughable. "They are after my wife was brutally attacked and spread the news that someone was trying to assassinate me, and when the authorities took the proper security police outside my window I tried to lure foreigners to witness my persecution."

They will know now that it was not just the police who were the threat, the attempts to harass the students, seminars, and harass the students, and others at the highest level."

Not least of the ironies is that Professor Richta was once the rector of the University College, London, and as a representative on the UCL's academic board.

She became a member of the AUT national council in 1971 and joined the executive five years later. She had worked on the education and development, conditions of service, membership, and organization, and had been a member of the national committee and hopes to remain chairman of the equal opportunities working party.

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Paul Flather

Mr Robinson's new breed of graduates

Paul Flather visits Cambridge's newest college which has been funded by a shy millionaire racehorse owner

A few of the dons at Robinson College already describe the early manoeuvres to set up Cambridge's newest college as "stirred in mystery".

Age is clearly a desirable quality at Cambridge: it suggests tradition, reliability, assumed excellence. Yet five years ago Robinson existed only as a design model, and work on a twelve and a half acre site in the "astronomers' quarter" of the city, an area bounded by Herschel Road, Sylvester Road, Adams Road and Grange Road, began just three years ago.

There are now 170 undergraduates and 15 graduates, one-third of them women, at the college, and the buildings, which from the outside suggest a sort of second-hand Victorian in pleasing brick red, have almost imperceptibly (which seems the way with such things) become part of the city's fine existing landmarks.

The college, the first ever purpose-built co-educational college, takes its name from its benefactor, Mr David Robinson, who was born in Cambridge in 1904 and rose to become a multi-millionaire.

He began work in his father's bicycle shop, before taking over a garage in Bedford and turning it into a highly successful business. In the 1950s he put a great deal of venture capital into television, founding Robinson Rentals in 1954; then in 1966 he moved to Newmarket to run a successful racing stable.

He is a shy, quiet man, who shows little of the success which gives him a very different to some of his predecessors as Oxbridge founders, like Bishop Wulcott, Duns Scotus, Cardinal Wolsey, or John de Balliol. When he made known his plans to found a college, there was a certain amount of scepticism, but the money came and the college was founded.

The buildings, constructed from 1.4 million hand-made bricks in six different shades of red from a

example New Hall, rather than adding a twenty-fifth college to Cambridge.

Early discussions took place between Robinson and Cambridge and Calus who were keen to set up a co-educational daughter college. But the negotiations proved unsuccessful, and Mr Robinson bought the present site to found an entirely new college, with an initial grant of £10m in 1973, adding another £7m in 1977.

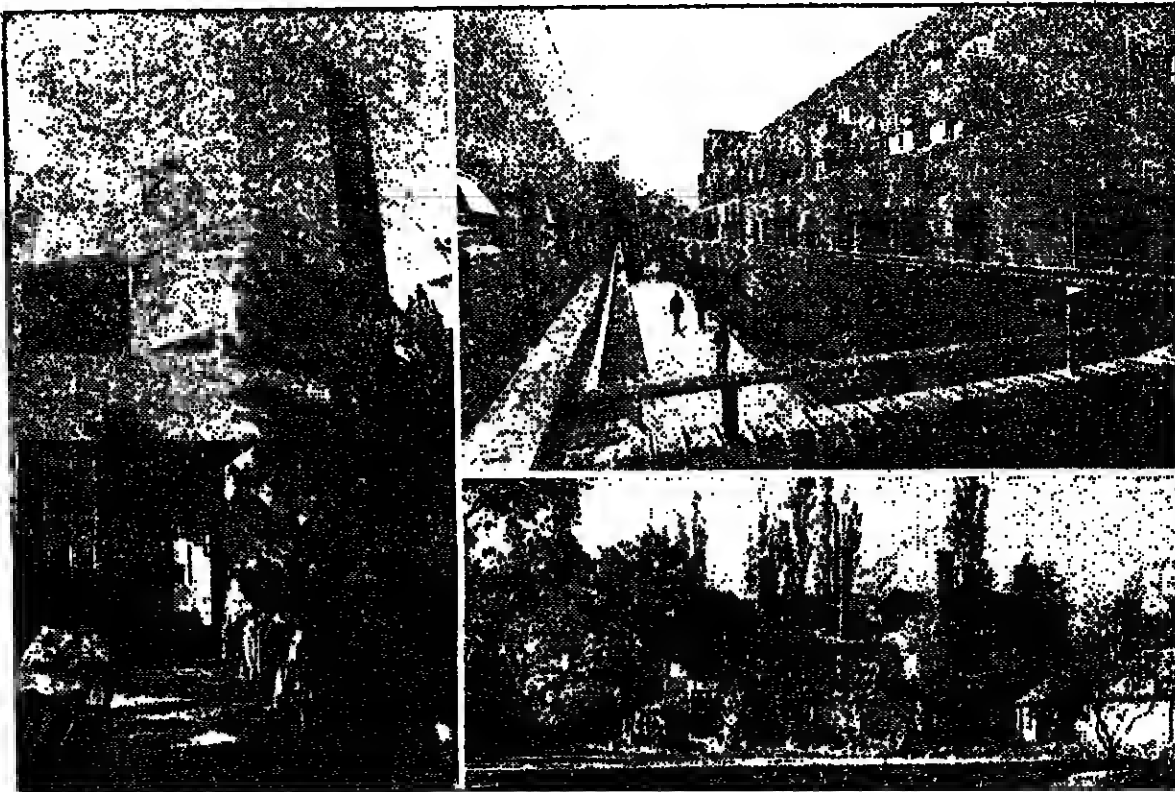
Professor Jack Lewis, professor of chemistry, was appointed warden (head) of the college in 1975, and Dr Alan Sharpe, well versed in university life, was named senior tutor elected by the challenge of launching a new college, not exactly a common occurrence.

It is difficult for a new college to get off the ground, particularly to attract good students. The first students, eight postgraduate students, were recruited informally in 1978, and accommodated in a house in Adams Road. In those early days, as dons and students rubbed shoulders in a temporary dining room, a real pioneering zeal was born.

This zeal seems to have rubbed off on the college proper: one manifestation is the building of only one college bar. "We really did not want to create any feeling of them and us, particularly as we had shared everything in the past. This way we have to treat students evenly," said one fellow.

Then in 1979 another 20 undergraduates arrived, recruited through the pool which enables the college to redistribute candidates of talent. At the time Dr Sharpe recalls he was even prepared to turn his own house into a dormitory to ensure that the new students had somewhere to sleep.

The buildings, constructed from 1.4 million hand-made bricks in six different shades of red from a



Robinson College's Front Lodge, Long Court and Thorneycreek House.

Dorset quarry and 12,000 tonnes of steel, with 2,500 doors and 266 bathrooms, were scheduled to be ready for the start of the current academic year. This year's intake served to a host of teaching problems, but workmen are expected to leave the site by the end of the term.

A new college, it is reckoned, is a soft touch for a weak candidate. But Dr Sharpe makes no bones about the fact that the college is only interested in strong ones. There were 150 applications for 150 places for the current year; the college accepted 70 and went to the university pool for the remaining 80 places.

Ironically then the college has a high number of candidates whose first preference was perhaps one of the other major colleges like King's or Clare, a fact that will help the new college ease its way smoothly into Cambridge life proper.

For the 1981-82 year there have been 200 applications for 100 places, already lifting Robinson above three other colleges to the applicants league table. It does seem a long time from the day Dr Sharpe rang up a student to ask him if he would like to come to Robinson. The

student replied by asking if the college would be like some Costa Brava hotel—a place you arrive at to find only half-finished.

It is unfair to compare Robinson with the older college architecture in Cambridge; against New Hall or Fitzwilliam it wins hands down. Nevertheless although the college rooms seem friendly and inviting, there is a distinct feeling that the architects, Gillespie, Kidd, and Cole from Glasgow, could have made some of the quads or walkways look less like so Essex council house estate and more like a home.

Pride of place must go to the did windows, designed by John Piper, who also designed Coventry Cathedral's windows. Mr Piper has been persuaded to write a paper on one of the windows, an allegory which has already prompted much discussion among dons and students. The chapel altar is on a movable trolley, and in one corner stands a Frobenius organ, only the third in Britain, as yet unvoiced. The college plans to appoint an annual organ scholar.

There is a purpose-built dance hall, an underground car park with room for 78 cars, a hall finished in Columbian pine with seats (not benches) for 300, and never to be outdone, a burgeoning wine cellar for the 35,000 bottles already bought by the college, for the conference trade.

One feature that won the architects the commission to build the college was their plan to preserve as many trees on the site as possible, and the undoubted highlight of the building is the so-called Round area at its back.

It is irresistible to wonder if Robinson, at the start of its career in Cambridge, will offer any distinct contribution to the university life.

Professor Lewis said he felt maths and history were probably the two stronger subjects at present. He would prefer to let an identity emerge from the dons and students themselves.

There is a strong feeling among certain dons the college could play a special role in helping mature students, an idea widely canvassed in university circles, and warmly supported in past years by Dame Rosemary Murray, principal of New Hall and one of the trustees.

Lecturers' leader who wants to dispel the layabout image

David Jobbins talks to AUT president Liz-Anne Bawden about how the union can best use its power.

The president of the university lecturers' union described making her speech to this year's Trades Union Congress as "the most terrifying thing I have ever done".

It was Mrs Liz-Anne Bawden's first visit to the TUC and she was profoundly impressed by the standard of debate and inwardly if not visibly awed by the sheer scale of the occasion.

So moved was she that she almost immediately began to think in terms of a trade union. Mrs Bawden, senior lecturer in Education at the School of Education, University of London, has already a television play on the stocks dealing with the women's TUC, which she had previously attended as a delegate.

It was not burning zeal which drew Mrs Bawden to the trade union movement but the feeling that she should become associated with the professional body, the Association of University Teachers.

"When I was first appointed an assistant lecturer I went along to the local association general meeting because I thought I should have support to my presence, and when I said something, I don't remember what—and was immediately whisked away to the committee."

I did not join AUT out of conviction that one should be a member of a trade union. I only wanted to support my presence in the union."

Since that meeting in 1977 her support has been unstinting. She has served as secretary and president of the University College, London, and as a representative on the UCL's academic board.

She became a member of the AUT national council in 1971 and joined the executive five years later. She had worked on the education and development, conditions of service, membership, and organization, and had been a member of the national committee and hopes to remain chairman of the equal opportunities working party.

Paul Flather



She accepts that the 32,000-strong AUT lacks industrial muscle in the accepted sense. But the highly successful campaign to involve MPs in the union's demand for an early and satisfactory Government response over pay earlier this year demonstrated the AUT's most powerful weapon: "We do have a considerable power and that is reasonable argument and persistence."

This weapon will be wielded in what she regards as AUT's major demands in the coming months and years—against the "damaging" cuts and for a healthy higher education system.

Fundamental to this is a conviction and widening of what could best be described as a public relations exercise to overcome imbalances in the public image of the universities.

"We must continue to demonstrate to people and convince them

that we are useful people. It is quite right that over the years we have been emphasizing the sort of practical and useful things the universities do for the country and the economy.

"Not surprisingly, we are generally regarded as a bunch of layabouts by the general public—but proper academic grounds. During our careers almost all of us have gone through one form or another of this process. It is a proper part of a Uygov organism. But we are against any kind of forced and heavy rationalisation based purely on financial grounds."

No one else is going to put the universities' poor image right if we do not. This is our power, one we are becoming conscious of. But we have to reach a much wider public than MPs, although it would help to have Parliament better informed that it has been and more sympathetic to our aims."

The TUC convention—fought some five years ago—is one important avenue which the AUT is beginning to explore in this endeavour.

"Affiliation to the TUC has given the association the opportunity to acquire the trade union movement with the universities' role, but it is not going to be done in a day. In this short period of affiliation we have made quite a good contribution—given AUT's block vote of 31. It is early days yet but we have already begun to make the sort of impact we hoped we would."

She believes that while all the education unions were often concerned with issues outside the general current it is important for dons to recognise that they too are working people.

"We recognise the trade union movement as our movement and that at the same time, in a two-way pro-

cess we are informing our movement of the needs and value of our institutions.

Opposition to cuts and rationalisation directed simply towards saving cash remain the AUT's immediate priority for the coming months.

"The AUT is not against rationalisation when it is based on proper academic grounds. During our careers almost all of us have gone through one form or another of this process. It is a proper part of a Uygov organism. But we are against any kind of forced and heavy rationalisation based purely on financial grounds."

One aspect of the otherwise hotly disputed University Grants Committee report on Russian studies she accepted—that rationalization cost money in the short term but could achieve savings in the longer term.

"We would go along with that. We certainly do not think we should not take our share of the economic stringency. We have taken it already. There is no doubt there is now less time for research, hiding younger people who are waiting for promotion."

Mrs Bawden accepts that this opposition to what seems an almost irresistible force is the stage for a lengthy battle.

"It is one we must continue to wage, simply because by far the most valuable as well as the most expensive element in the universities' coars is people. But we are willing to consider any ways and means of making better use of our resources."

The vice-principals' developing attitude to the issue of tenure is of central concern to the AUT—a

was reinforced by last week's Commons Select Committee recommendation that although tenure was a desirable academic freedom, it should not be a barrier to necessary flexibility in course provision.

"AUT's job is to persuade the Government (not the UGC) that a proper level of funding for the universities to continue to do the way we think they should is worth giving."

Mrs Bawden believes that it has been right for the AUT to have emphasized the strictly utility role of the universities, but she must be balanced by equal prominence for their other tasks.

"We must not lose sight of the fact that the universities can pursue the arts, the humanities and fundamental research. We must emphasize this alongside our practical contribution."

AUT's longer-term contribution to the defence of the universities and higher education at large will be revealed in December when the union's council puts the finishing touches to its major policy document on the 1980s and 1990s, with their many major challenges.

These major proposals for the past decades of the century will focus on widening opportunities in higher education to bring in mature students, women and the underprivileged. The issues raised by the document, to be launched by the chairman of AUT's education development committee chaired by Professor Bill Wallace.

On the industrial front she expects pay and the vexed question of short-term contracts for research staff to remain the major issues. An important aim is to try to involve more association members in higher education in taking a "half-sabbatical" to enable her to fulfil her AUT duties, and is keeping on with her post graduate and administrative work at the Slade.

Czech attack on Tomin leaves food for thought

The leading official Czech cultural weekly, *Kultura*, has mounted an unprecedented attack on the personal and academic standing of Dr Julius Tomin, the philosopher who now lives in Oxford with his family.

The article, which describes Dr Tomin as a "self-proclaimed entrepreneur" who has "produced nothing remarkable to substantiate his self-appointments and his ambitions," was published in October 10, just seven weeks after Dr Tomin and his family were granted five years' exile to leave Czechoslovakia.

The article "How a campaign of provocation is produced" by Mr Jaroslav Korinek, editor of *Kultura*, and Mr Ludok Fulemka, accuses "militant" anti-communists, like Radio Free Europe and Voice of America, of joining with "insignificant individuals" the philosophers from Oxford who visited Dr Tomin in Prague, to stir up provocation against the socialist state.

When these began a wild campaign to attack the press in the West

despised dozens of pages and the broadcasting stations hours of time: behind in the CSRR (Czechoslovakia) philosophers are allegedly persecuted, interrogated, detained, and deported," says the article.

The article first sets out to undermine Dr Tomin's academic standing by saying that he never finished or defended his university dissertation, his last only a limited bibliography "and after being refused a place at Charles University, he tried to escape his own."

Dr Tomin completed his dissertation in 1969 by which time "defence" had become political matters publishing is controlled by the autocracies; and he began his series of seminars in 1977, only to provide classes at first for children of Charter 77 signatories, refused state education.

Referring to Western reports on Dr Tomin's seminars, the article concludes: "The Czech nation learned one day from the BBC that it had 'got a great philosopher

even though he lived in Prague (and knew him) a self-proclaimed entrepreneur and his companion were transformed in the West into a famous academic board."

The article's remarkable attack tries to mock Tomin's attempts to pursue his academic studies in Prague, to run a series of unofficial seminars in his flat and to invite leading Western philosophers from four universities to talk to his students. This last move led to the expulsion of three Oxford philosophers.

The article only serves to draw more attention to my co-defendants. Dr Tomin says ironically, while the few pieces he was able to publish in Czechoslovakia in underground forums, far exceeded the expulsion of three Oxford philosophers.

Dr Tomin who had the unenviable task of translating the article, said it was full of lies. "Even if a child read the article, and tried to work out what had really happened, he could see it was a lie."

Czech authorities wanted to clear the air before the Madrid Conference on European Cooperation and Security. A letter in the same issue of *Kultura* from Professor Radovan Richta, director of the Institute for Philosophy and Sociology, accuses the West of stirring up "disgusting political campaigns" to divert attention from the real business at the conference.

A second explanation is that there was pressure from the Soviet Union to put an end to the Tomin case. A more likely explanation is that because Western reports really have left a residue in the country, with increased airings for more freedom to discuss ideas, an official response was required.

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Paul Flather

NOTICE BOARD

Chairs

Mr William Johnstone has been appointed to succeed Professor John Gray in the chair of Hebrew and Semitic Languages at the University of Aberdeen. Apart from his work on the Old Testament he has pursued an active career as a field archaeologist working on the excavation of Jerusalem, Ras Sharmo in Syria, and Ekron in Cyprus.

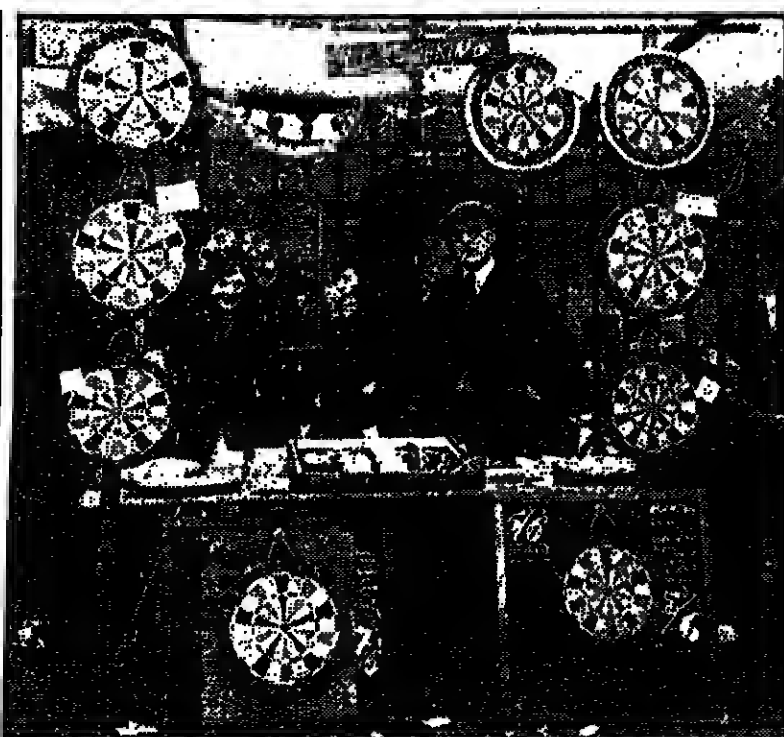
Dr Geoffrey V. Marr has been appointed to succeed Professor Reginald Victor Jones on his retirement from the chair of natural philosophy at Aberdeen University. He is presently a reader in natural philosophy at the University of Reading. Professor Marr was one of the first to take advantage of the special properties of synchrotron radiation as a primary source of light for spectroscopic use.

Dr A. J. Rysner, formerly reader in agricultural economics at Nottingham University, has been promoted to the chair in agricultural economics at the same university.

Dr R. W. Blamey, formerly reader in the department of surgery in the University of Nottingham, has been appointed to the chair in surgical science at the same university.

Dr J. R. Hampton, formerly reader in the department of medicine at the University of Nottingham, has been appointed to the chair of cardiology at the same university.

Mr Alan Smith, formerly senior lecturer in art gallery and museum studies in the department of art history at the University of Manchester, has been appointed to the Granada chair in art and industry at the University of Salford.



Every picture tells a story, but the photographs of Russian emigre Cyril Arapoff of London in the 1930s, exhibited in the Museum of London, November 4 to January 11, tell bigger stories than most. His documentary photography revealed some of the worst living conditions in East London. Above: Caledonian Market, 1935.

Grants

Both

Architecture and building engineering—S. C. Edwards—£21,687 from the Department of Energy for further work on the assessment and monitoring of a combined solar water-heating and space-heating system installed in a school.

Biological sciences—Dr D. W. Hough—£26,488 from the Arthritis and Rheumatism Council for research into the effects of anti-nuclear antibodies on the immune function; Dr R. Harrison and G. G. Lunt—£16,480 from the Muscular Dystrophy Group for research into auto-immune responses in neuromuscular plasma membrane constituents with particular reference to motor neurone disease.

Education—Dr N. D. C. Harris—£17,500 from the Schools Council and Council for Educational Technology for the development of evaluation materials.

Electrical engineering—Dr R. J. Holbourn—£45,500 from the Telecommunications Research Council for the development of non-modulating repeaters for VHF area coverage; Dr R. J. Holbourn—£34,000 from the Defence Research Agency for the development of time compression multiplexing techniques for extensive area coverage; Professor W. Gosling and V. Petrovic—£16,048 from the Ministry of Defence for research on a high-power polar loop transmitter; Professor W. Gosling—£14,141 from the Ministry of Defence for further research into the management of quality assurance in the United Kingdom electronics industry.

Management—Professor C. R. Tomkins—£34,800 from the South Western Regional Health Authority for a joint research study of the financial management of major capital schemes; Dr C. L. Eden—£29,750 from the Leverhulme Trust for research into decision-making in organisations.

Mathematics—Dr P. J. L. Wallis—£14,140 from the SRC for the development of conversion aids.

Physics—Professor J. H. Freeman and Dr M. C. Scott—£13,781 from the National Radiological Protection Board for research on the effects of ionising radiation on the human body; Dr M. C. Scott—£20,536 from the SRC for investigation into computer modelling of heavy ion fusion targets; Dr P. J. L. Wallis and Dr M. C. Scott—£28,475 from the SRC for investigation into solar oscillations: prototype resonant spectrometer for stellar use.

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Noticeboard is compiled by Patricia Santinelli and Milla Goldie

Biochemistry—Professor D. G. Walker—£40,103 from the SRC for investigation into the role of glucocorticoids and other hormones in the biosynthesis of hepatic glucokinase; Dr O. E. Bates—£20,725 from the SRC for investigation on aspects of metabolism in the cerebellar embryo; Professor D. Walker and Dr J. P. Trayer—£13,424 from the SRC for investigation into the immunology, structure and function of the hexokinases; their distribution and role in glucose metabolism; Professor S. V. Parnell—£11,126 from the Muscular Dystrophy Group for investigation into immunopathology of muscle disease.

Educational psychology—Professor M. M. Clark—£15,761 from the Scottish Education Department for research into the effects of social class on school achievement; Dr J. P. Trayer—£13,424 from the SRC for investigation into the immunology, structure and function of the hexokinases; their distribution and role in glucose metabolism; Professor S. V. Parnell—£11,126 from the Muscular Dystrophy Group for investigation into immunopathology of muscle disease.

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When I began this article Iran's universities and colleges were just beginning to settle down after the recent upheavals. Now, with the country under attack from the Bahaiist regime of Iraq, it seems a luxury to follow my original intention and simply discuss "academic freedom" and the "cultural revolution". Instead, I want to examine the force so alien to the Western observer, that has inspired and still fires novel developments in Iran—Islam.

That force has always been an important element of Iranian life, although largely ignored by Western politicians and scholars who found it easier to fall in line with the Shah's views of his country. In 1971 the Shah prepared for the Jewish celebration of the 2,500th anniversary of the founding of the Persian monarchy to the accompaniment of praise and admiration from abroad. Meanwhile Sanjed Behrang, a writer for children who was then teaching in a poor village school, wrote: "Until we see an environment of society closely, until we live in it, mix with the people and hear their griefs and learn about their wants, it is vain and useless to show ourselves sympathetic to that society and people."

The Shah and his supporters ignored this precept and eventually paid the penalty. It is interesting in passing to reflect that the Shah's attempts to link himself with Iran's imperial past were met with approval, while the present rulers of Iran are now condemned for apparently turning back the clock.

The Iranian Revolution has generally had a bad press in this country, the Islam which inspired it has been labelled "fanatical", "right", "backward-looking". Part of the trouble is that Islam is linked in the Western mind with oriental despots, kings or sultans, with absolute rulers living a luxurious life while imposing orthodox laws on their subjects. It is a sinister paradox for the intelligent Muslim to see, on one hand how Islamic rulers, who typify this despotic kind of Islam, are politely treated by the West, while an Islamic leader who tries to bring about some kind of social justice is criticised and reviled. It is ironic that in the years when Islam slept, its leaders were wooed and flattered by the West, but when it rose from its sleep it was immediately condemned and criticised.

Why do you unreasonably regard the Christians as your enemy? Nasser Khorroui was following the Qur'an's teaching, because Islam was originally tolerant. The Qur'an states: "There is no compulsion in religion." Where the Qur'an attacks Christians and Jews, its criticism is aimed at those who use religion for their own selfish ends. "Those who accumulate gold and silver will be punished severely." Commentators agree that this verse was a censure of the greed of the Arab and Rabbani (Christian and Jewish) priests. The Prophet Mohammad himself set a precedent of tolerance, choosing advisers from different religious groups. Later conflicts have usually sprang from political bias and motivation.

Today, in Iran, there are still sizeable religious minorities, who live peacefully with the Muslim majority. Where other religious bodies have been attacked it is because they have been allegedly linked with supporters of the old regime of the Shah.

The present leaders of the Islamic Republic of Iran argue that both religion and education have been used in the past to protect the interests of the minority ruling class (the Moazzafin). True Islam originally rose in defence of the underdog, and Mohammad himself sided with the slaves and the poor against his own rich ruling Quresh tribe in Mecca. Today's Islamisation of the social and educational systems in Iran is meant to enable Islam to benefit all people instead of a minority. (Following the Islamic decree that land belongs to those who work on it, for example, the Islamic Republic has been nationalising land.) This is a move of a political, social, and economic nature, not a religious one. It is an attempt to solve social problems through an interpretation acceptable to the majority of the people rather than a mere turning back to some so-called Islamic past.

Islam, progressive and conservative followers, according to their social and political outlook. There are parallels in Christianity. In the days when the official Church worked hand-in-glove with the ruling class, there were revolutionary Christians who

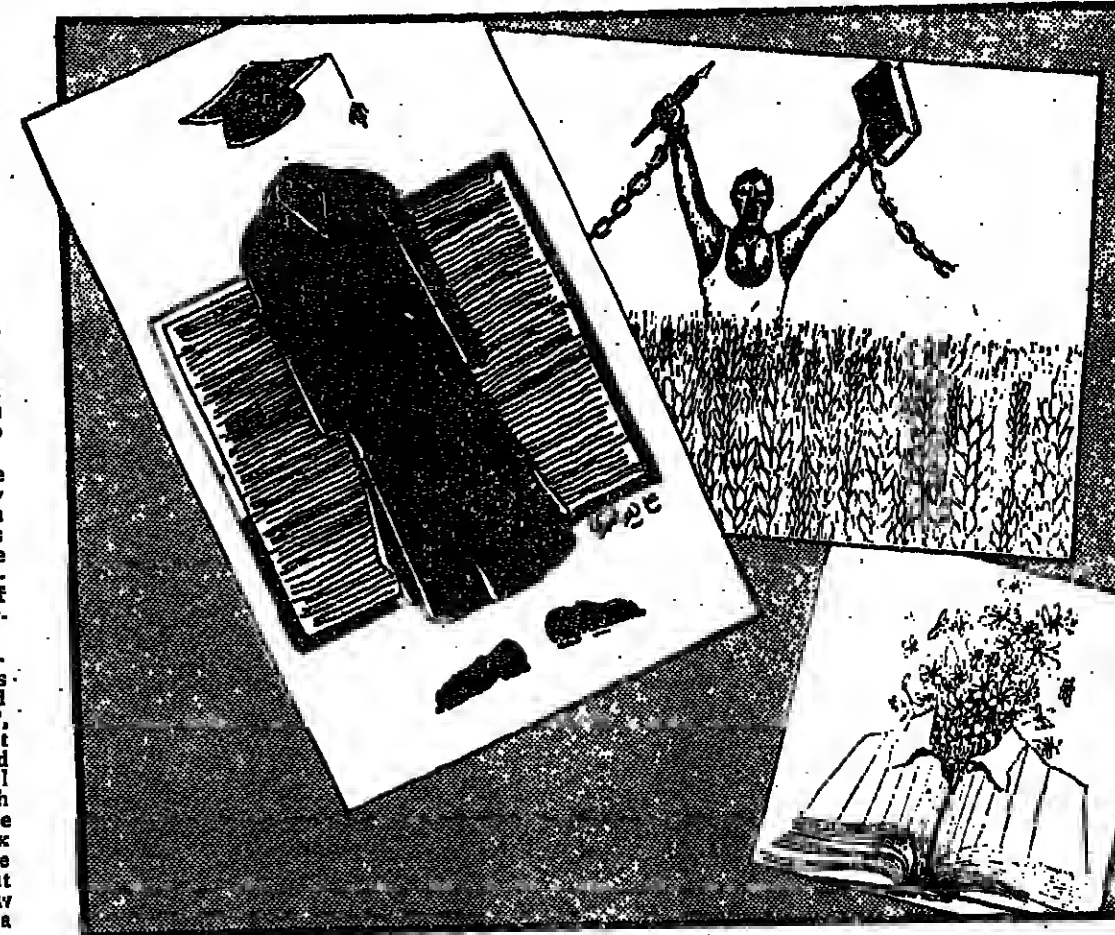
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Beleaguered liberties of a political religion



Cortoons from the Iranian Press on the Revolution's effect on higher education.

G. Sabri Tabrizi examines a key force in Iranian life which has been obscured by the West's preference to accept the Shah's views of his country

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Why do you unreasonably regard the Christians as your enemy? Nasser Khorroui was following the Qur'an's teaching, because Islam was originally tolerant. The Qur'an states: "There is no compulsion in religion." Where the Qur'an attacks Christians and Jews, its criticism is aimed at those who use religion for their own selfish ends. "Those who accumulate gold and silver will be punished severely." Commentators agree that this verse was a censure of the greed of the Arab and Rabbani (Christian and Jewish) priests. The Prophet Mohammad himself set a precedent of tolerance, choosing advisers from different religious groups. Later conflicts have usually sprang from political bias and motivation.

Today, in Iran, there are still sizeable religious minorities, who live peacefully with the Muslim majority. Where other religious bodies have been attacked it is because they have been allegedly linked with supporters of the old regime of the Shah.

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ers who turned for inspiration back to the original concept of Christ, the saviour of the poor and wretched. William Blake defended his vision against that of the official Church:

The vision of Christ that thou dost see,
Is my yildin's Greatest Enemy.
Thine loves the same world that
mine hates,
Thy Heaven doors are my Hell gates.

Both read the Bible day & night,
But thou read'st black where I read white.

This vision is still active in present-day Iran, a country where workers' priests often side with the people in their struggle against the ruling classes. This is a religious activity that Khomeini would approve. As he said to some visiting Christian clergy: "The Islamic revolution is a religious revolution. Muslims, Jews and others have a single duty, and that is to follow devoutly the prophets who came to improve education, peace and human pity."

"I would like to suggest that you study the world's problems as they really exist."

The vision of Islam which inspired the Revolution in Iran is not that it is deeply rooted in the imagination of the ordinary men and women. Islam is a religion of the abstract and negative teaching of the clergy who used to decree blind obedience to authority, not from rigid, oppressive forms of bigotry.

A return to Islamic origins should, therefore, not imply a narrowing of outlook but rather a broadening of opportunity. Those who look back to the original Islam regard it as the religion of the common people, where a person's qualities and actions are all important.

On people, we created you male and female, we brought you together as tribes and nations in order that you might know and cooperate with each other. Certainly the most respected by Allah among you is the one who is most pious.

no preference of Arab over non-Arab except by piety or 'tagva'. This piety is a positive and social quality, in which the good of all is expressed against the oppressors. Those who simply pursued their own interest were regarded as unbelievers who had turned away from the path of the Prophet. Iranians often quote his son-in-law Imam Ali: "No man is a man of piety unless he upholds the rights of others."

This last precept has been the guiding light of the Iranian Revolution. "Islam is a political religion," says Khomeini. "Our Revolution is the Revolution of the deprived and oppressed against the oppressors..." Our social, political and educational systems must change to suit the interests of this deprived class. We have to study the social and educational upheaval in Iran in this context.

Before the Revolution the whole educational system was directed from Tehran and geared to represent and support the ruling class. Education, indeed, was like some luxury consumer item. During the last 20 months it has inevitably been undergoing fundamental changes in line with the aims and objectives of the Revolution, which are, basically, for the country to be run in the interests of the majority of people.

In the past, vast numbers of erstwhile graduates were trained to run the bureaucracy. Many students became civil engineers to work for private companies who were providing superlatives rather than the country needed; the owners of these companies have now left Iran, leaving the graduates unemployed. Many of the middle and upper classes who had a monopoly of education have emigrated, to oppose the Revolution and to let a vacuum to be filled.

Immediately after the Revolution, a provisional government under Bazzargan came into power. No failed to come to grips with the country's many problems and soon resigned. After the Revolutionary Council took over, a more vigorous approach was instituted. There has been an on-going and spirited debate about how education can fulfil the needs of a third world country.

There is a general consensus that radical changes must be made. There must be an attempt not only to coordinate higher education with the technological needs of the country, but also to introduce a universal higher education, embracing all the people. Lack of money must be the main priority for accepting students, and positive discrimination must be made in favour of students from a poorer background; education and technological know-how must no longer be the monopoly of those with a privileged background.

Immediate steps for improvement taken by the Revolutionary Council have been the formation of a committee for the Jihad-e-Sazandagi (fight for reconstruction), and the institution of a new campaign against illiteracy in which women play a prominent part. Two main elements of thought govern thinking on the university issue: one faction believes that the "cultural revolution" must take place while the universities carry on as usual, be closed while essential reorganization takes place. In the end it was decided to close the universities this summer after students had taken their examinations, partly because the faction that favoured total closure at the universities had brought matters to a head by attacking certain left-wing elements. A committee of seven prominent educationists was set up to compile a report and list of recommendations. Questionnaires have been sent to academic staff canvassing their views.

At the moment the universities are still closed, but it is strongly urged that they be soon reopened. Iran cannot afford a long closure. This would be, says Ayatollah Khomeini, a disaster. "We are short of 20,000 doctors. We also need engineers. If we do not become self-sufficient in science and technology, then we shall remain dependent."

try which wants to be independent of foreign aid and guidance. There is agreement that Iran's universities and colleges have failed to meet the country's requirements, and about the urgent need for reform. There have been attempts to define what a university should aim at, how it can produce students with a social conscience and graduates equipped to run the country and yet not alienated from the people's culture. Successes and failures of countries which have faced similar problems have been examined.

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BOOKS

History of a deluded population

A People's History of the United States
by Howard Zinn
Longman, £13.00 and £6.95
ISBN 0 502 40947 4 and 48948 2

Ten years ago Howard Zinn announced that it was time "we scholars began to earn our keep in the world". Honoured, flattered, and even paid American scholars had produced "the largest number of inconsequential studies in the history of civilization". Moreover, historians had not been harmless parasites but positively malignant. By helping to pass on, from one generation to another, "a set of rules, a fabric of values" they had played their part in the apparatus of social control. Deception, a blunt way of saying "education", was "the chief method of keeping society as it is" (*Politics of History*, 1970, 5-6). *A People's History of the United States* is part fulfilment of a promise to use history for a purpose described in the earlier essay as "the withdrawal of allegiance from the state and its murmurings of war, from business and its ferocious drive for profit, from oil states, all bulging opportunities and dogmas". These aims may command some sympathy, but even the most sympathetic may question the method.

It would be a fascinating and worthwhile task to subject the underlying assumptions and aspirations of the American people to historical analysis; it has been done before, but never from a thoroughly radical point of view. It is easier and less rewarding to do what Howard Zinn has done, and write a narrow and selective history of some of the groups that claim to have received less than justice and of those dissenters who have had less success in making their points. It would appear that whatever virtues there are in American civilisation have been found among the oppressed and discontented; for the rest, that is, for the great majority, there has

been nothing but falsehood.

The convoluted theory of social control enables the radical historian to exclude the great body of the people whom he writes "a people's history". The American system, writes Howard Zinn, "is the most ingenious system of control in world history". The country is so rich that it can afford "to distribute just enough wealth to just enough people to limit discontent to a troublesome minority". Life is made so pleasing to so many that freedom of dissent can be allowed to the few who are not pleased. This is strangely reminiscent of aristocratic critics of popular participation in government who spoke of the "deluded people". Then they were the dupes of radical agitators; now, and according to Howard Zinn throughout their history, they are the unwilling instruments of those in power.

But who practises this giant deception? There is an illuminating comment on the rise of the second party system between 1834 and 1840. This produced very high levels of voter participation, unusual party solidarity in Congress, and was, according to Howard Zinn, "an ingenious method of control" though like much in the American system it was not devilishly contrived by master plotters; it developed naturally out of the needs of the system. It is gratifying to learn that the "system" is not controlled by master plotters, but it would be interesting to know precisely what these "needs" are and how they were merged into complex political organizations. It would also be interesting to know why so many people, who imagined that parties represented real differences, failed to realize that both were organized to promote and protect profits. In other words it would be helpful to know a little more about the deluded people they were and not as a twentieth-century radical historian believes that they ought to have been.

A further complaint is that this radical history proves to be somewhat less novel than it claims. Over 30 years ago Harold Laski wrote that, especially since 1914, it had been "the half-conscious preoccupation of the historians to discover what went wrong in the development of American promise". Incidentally Laski's largely forgotten American Democracy, from which this quotation is taken, is worth rediscovery by radical historians. Laski has not lost the phrase "social control" but gave a sophisticated account of how it operated.

It would seem that no one has written anything worth reading on the making of the Constitution since Charles Beard, a point by those who are mentioned to be dismissed: Forrest McDonald need never have written. Matthew Josephson and Gustav Myers are still almost unchallenged as interpreters of the later nineteenth century; and Philip Foner is still the major writer on labour activity. Among those who were active in the 1930s Hofstadter and Vann Woodward are treated with some respect; but the greater part of a generation's intensive historical scholarship is relegated to the limbo of "inconsequential studies". There are a few exceptions. Lawrence Goodwyn has been crowned King of Populism and John D. Hicks condemned to permanent exile. Predictably Gabriel Kolko dominates the interpretation of Progressivism. Howard Zinn draws upon his own expertise to discuss the Pentagon Papers to demonstrate that recent American policy has exceeded in wickedness even the iniquities recorded in earlier pages.

Some incidents which are normally believed to be of importance to the American people are ignored, and others evaded. A notable example is the Civil War which is treated mainly as the history of great resistance (though without reference to Adrian Cook's *Armies*

in the Streets). Space is given to Lincoln's well-known letter to Greeley placing preservation of the Union ahead of the abolition of slavery, though without noting that when writing it Lincoln had already decided in issue on Emancipation Proclamation. An interesting example of how to defuse patriotism is provided by the account of American participation in World War II. As Howard Zinn believes that the Hitlerite regime was even more wicked than the American government, one might expect a judgment on Roosevelt which verged on charity. A few pages, however, demonstrate that Roosevelt had given tacit support to fascist powers, that America's record in the past deprived any American government of the right to make a moral judgment on anyone else, that America was not moved to war by the plight of the Jews, that aggressive intentions towards Japan were inspired by the need to protect supplies of tin and rubber, and, to clinch the argument, that the possibility of war with Japan was actually discussed in the White House two weeks before Pearl Harbour.

A People's History of the United States provides useful though polemic summaries of some topics usually omitted, or treated casually, by the older historians: Indians, the role of women, and the socialist party. Its account of the 1960s, though less valuable in illustrating the views of one who participated actively in many movements of protest. It can be read as a symptom though not as an explanation. The one thing that it is not is a history of the American people, or a dissection of their convictions and ignores the history of their science, medicine, technology and arts.

W. R. Brock

W. R. Brock is professor of modern history at the University of Gloucester.

Settling in injun country

Savagism and Civility: Indians and Englishmen in Colonial Virginia
by Bernard Sheehan
Cambridge University Press, £15.00
ISBN 0 521 22927 8

Settling with the Indians: the meeting of English and Indian cultures in America 1580-1640
by Karen Ordahl Kupperman
Dent, £11.50
ISBN 0 460 04495 8

The study of the early years of contact between an expanding Europe and the Indians of the Atlantic seaboard advances our familiarity with a subject, and draws on such well-explored historical sources as to seem, by now, as thoroughly absorbed as the land on which the first encounters took place. But, as these two accounts demonstrate, historians are unwilling to admit that the theme is exhausted: Bernard Sheehan confines himself to an investigation of the background, and course of relations between Indians and Englishmen in the century leading up to the 1622 massacre (perhaps the plot would be more exact, since an initial Indian attack was followed by a second, and a third, and a fourth, and a fifth, and a sixth, and a seventh, and a eighth, and a ninth, and a tenth, and a eleventh, and a twelfth, and a thirteenth, and a fourteenth, and a fifteenth, and a sixteenth, and a seventeenth, and a eighteenth, and a nineteenth, and a twentieth, and a twenty-first, and a twenty-second, and a twenty-third, and a twenty-fourth, and a twenty-fifth, and a twenty-sixth, and a twenty-seventh, and a twenty-eighth, and a twenty-ninth, and a thirtieth, and a thirty-first, and a thirty-second, and a thirty-third, and a thirty-fourth, and a thirty-fifth, and a thirty-sixth, and a thirty-seventh, 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STC **NWA EYE**

American representative
head of the department
University of Exeter.

هذه في الحاشية

I earnestly hope that your committee will now review its recent decision and in so doing acknowledge more fully the important back up role of secretaries within academic life.

Yours sincerely
Professor R. Tunstall
(signed in his absence)

Scientists in the Civil Service

Section 4 argues that since both employers and employees stand to gain from the enhancement of the employees' capabilities through such provision of vocational education, it is a basic (my emphasis)

So, on what does John O'L
base his statement?
Yours faithfully,
W. H. PETTY,
Society of Education Officers.

mercally priced provision viable
Yours sincerely,
PETER COPPING,
Course Director,
Parsonnel Management Courees,
Manchester Polytechnic.

Letters for publication should arrive on Tuesday morning at latest. They should be as short as possible and should be written on one side of the paper only. Editor reserves the right to curtail or omit in readiness.

A similar situation has arisen the start of the present session again the Council was 'adv against paying over funds to executive that had been ele

could the short attention. The
this obtained a reprint to the
sentence. It is, of course, 198
le the year when many people
sider the affect of full cost
will become aoreport.
You, faithfully,
PROFESSOR P. R. C. WILLIA
University of London Instit
Bancation

Women's conference
Sir,—In his response (THE Star, October 3) to your report on the Women's conference "Decade for Women"

schools? Over 500,000
exactly comparable but
figure for 1979 show 550,000
cants and 3,326 entrants,
rent of them with A level
aboya CCC.
Yours faithfully,
H. E. BELL,
University of Reading.

Barometers of this climate of opinion range from MPs on the Public Accounts Committee who want to know why the SSRC for research into, say, role in modern Polish village, to the Advisory Board for the Research Council which has criticised the SSRC's disproportionate expenditure on post-graduate training.

It is certainly true that some aspects of the SSRC's new philosophy appear to be misguided. Mimicry of the hard science research councils, and on an attempt to emphasise basic research, are examples which can be easily defended politically. Examples of the latter include big spending projects like the new designated research

appears to MPa to be
um, but worth repeat-
science depends on
ple making the right
on teams of techno-
fer answers to the

to this question seems clear, and it is unaffected by whatever may yet be discovered about Cambodia in the future."

What, then, of Chomsky's conclusions? Of course, propaganda has been made out of the Cambodian tragedy: inflated figures, faked

And it is bizarre, given Chomsky's previous stand for anarchist-libertarian principles. In writing as he does about the Pol Pot regime in Cambodia, Chomsky betrays not only the responsibilities of intellectuals but himself.

